

# **TAMIL NADU TEACHERS EDUCATION UNIVERSITY**

**Chennai-97.**

## **M.ED DEGREE PROGRAMME**

**Course Code: FPHPE**

### **HISTORICAL AND POLITICAL ECONOMY OF EDUCATION IN INDIA**

#### **Course Objectives:**

The prospective teacher-educators will be able to:

1. acquire knowledge on education and its agencies
2. develop understanding about the educational system of ancient India
3. develop understanding about the educational system of medieval India
4. list out the educational contributions of Christian Missionaries and the East India Company
5. analyse the major recommendations of various educational committees and commissions during the British rule
6. develop understanding about the educational provisions spelt out in the Indian constitution
7. analyse the major recommendations of various educational committees and commissions after Indian independence
8. recognise the important role of education in promoting nationalism and international understanding
9. examine the Indian political policy of education
10. critically evaluate the changing economic policy in developing education.

#### **UNIT – I: EDUCATION AND ITS AGENCIES**

Education: Meaning, definition, concept - Aims of Education, Functions of Education - Forms of Education: Formal, Non-formal and Informal - Agencies of Education: Formal, Non-formal and Informal agencies of education.

#### **UNIT – II: EDUCATION IN ANCIENT INDIA**

Vedic System of Education and its Educational implications – Buddhist System of Education and its educational implications – Jain System of Education and its educational implications.

#### **UNIT – III: EDUCATION IN MEDIEVAL INDIA**

Indigenous Education: Nature, types and its implications – Islamic Education: Nature, types and its implications.

#### **UNIT – IV: EDUCATION UNDER THE EAST INDIA COMPANY**

Educational contributions of The Portuguese, The Dutch, The French, The Danish and The English Christian Missionaries – Educational contributions of the East India Company: Charter Act (1813), Charter Act (1833), Macaulay's Minutes (1835), Wood's Despatch (1854).

#### **UNIT – V: EDUCATION UNDER THE BRITISH RULE**

Hunter Commission (1881-1882) – Indian Universities Commission (1902) – Indian Universities Act (1904) – Sadler Commission (1917-1919) – Hartog Committee (1928-1929) – Abbot-Wood Report (1936-1937) – Wardha Scheme of Basic Education (1937) – Sargent Plan (1944).

#### **UNIT – VI: INDIAN CONSTITUTIONAL PROVISIONSON EDUCATION**

Preamble of the Constitution – Seventh Schedule of the Constitution: Central List, State List and Concurrent List – Directive Principles of State Policy and Education – Constitutional Amendments on Education – Right to Education Act (2009).

#### **UNIT – VII: DEVELOPMENT OF EDUCATION IN INDEPENDENT INDIA**

Radhakrishanan Commission (1948–1949) – Mudaliar Commission (1952-1953) – Kothari Commission (1964-1966) – New Policy of Education (1968,1986) – Revised National Policy of Education and Programme of Action (1992) – Yashpal Committee (1993) – Chadurvedi Committee (1993) – Ambani-Birla Committee (2000) – National Knowledge Commission (2006).

#### **UNIT – VIII: EDUCATION FOR NATIONAL INTEGRATION AND INTERNATIONAL UNDERSTANDING**

Nationalism: Meaning, Concept, Education and Nationalism - National and Emotional Integration: Meaning, Concept, Factors affecting national integration, Emotional Integration Committee (1961), Education and National Integration - Inter-cultural Integration: Meaning, Concept, Development of inter-cultural understanding - International Understanding: Meaning, Concept, Factors affecting international understanding, Education and International Understanding.

## **UNIT – IX: POLITICAL POLICY OF EDUCATION IN INDIA**

Education for the elite group – Education for Democracy, Secularism, Socialism, Social Change and Modernization - Education for Knowledge Economy – Brain Drain and Brain Gain – National Skill Development Mission - Education for Human Resource Development.

## **UNIT – X: ECONOMICS OF EDUCATION**

Financing of Education in Ancient and Medieval Period: Individual Contributions (Guru Dhakshanai), Religious Charities (Hinduism, Buddhism, Jainism, Islam and Christianity) – Philanthropic Contributions (Rulers and Individuals) – Grant-in-aid System of East India Company – Financing of Education in Free India: Public (Union and State Governments) and Private Funding, Public-Private Partnership Funding – Five Year Plans and Educational Development: Welfare Economic Approach (Public Funding) – New Economic Policy and Education: Privatization of Education, Internationalization of Education (Exporting and Importing of Education).

### **SUGGESTED ACTIVITIES:**

1. Visit any one the formal or non-formal agencies of education and submit a report on the mode of its functioning.
2. Report presentation on “Success of Implementing Right to Education Act rests with the Government Machineries or Common People”.
3. Seminar presentation on “Role of Education in Nation Building Activities”.
4. Present a report on the changing educational policies since Indian independence.
5. Report presentation of the debate on “Brain Drain and Brain Gain in the Indian context”.

### **REFERENCES:**

1. Aggarwal, J. C. (2009). *Recent developments and trends in education*. Delhi: Shipra Publications.
2. Biswas, A. & Agarwal, S.P. (1994). *Development of education in India – A historical survey of*
3. Chandra, S.S., et al. (2008). *Indian education development, problems, issues and trends*, Meerut: R.Lal Book Depot.
4. Gupta, S. (2011). *Education in emerging India*. Delhi: Shipra Publications.

5. Lal & Sinha. (2011). *Development of Indian education and its problems*. Meerut: R.Lal Book Depot.
6. Mohanty, Jaganath. (2011). *Dynamics of educational thoughts and practices*. Delhi: Shipra Publications.
7. Prasad, Janardan. (2009). *Education and society*. New Delhi: Kanishka Publications.
8. Seema, Sharma. (2004). *History of education*. New Delhi: Anmol Publications.
9. Suresh, Bhatnagar & Madhu, Mullick. (2008). *Development of educational system in India*. Meerut: R.Lal Book Depot.
10. [http://www.aqu.cat/elButlleti/butlleti75/articles1\\_en.html#.WBBFTxKYiLo](http://www.aqu.cat/elButlleti/butlleti75/articles1_en.html#.WBBFTxKYiLo)
11. <http://www.skilldevelopment.gov.in/assets/images/Mission%20booklet.pdf>
12. <http://www.go.worldbank.org/6C7DK7W520>

**Course Code: FPAEP**

## **ADVANCED EDUCATIONAL PSYCHOLOGY**

### **Course Objectives:**

The prospective teacher-educators will be able to:

1. understand the various schools and methods of psychology
2. understand adolescent's growth, development and their problems
3. acquaint with the significance of learning and the various theories of learning
4. understand the biogenic and sociogenic motives and different theories of motivation
5. understand the concepts and theories of intelligence and creativity
6. understand the theories of personality and its measurement
7. identify the different types of adjustment mechanisms
8. differentiate the concept of mental health from mental hygiene
9. describe the various types of groups and leadership styles
10. familiarize with various psychological testing procedures.

### **UNIT - I: SCHOOLS AND METHODS OF PSYCHOLOGY**

Educational Psychology: Nature, Meaning and Scope - Major Schools of Psychology: Structuralism, Functionalism, Behaviourism, Constructivism and Humanism - Methods of Psychology: Introspection, Descriptive, Observation, Case Study, Survey and Experimental.

### **UNIT - II: GROWTH AND DEVELOPMENT**

Growth and Development: Concept and Stages - Factors influencing Development: Genetic, Biological, Physical and Environmental - Theories of Development: Psycho-analytic Theory of Freud and Erikson - Behavioural Theory of Albert Bandura - Cognitive Theory of Jean Piaget, Kohlberg and Havighurst.

### **UNIT - III: LEARNING**

Learning: Meaning and definitions –Behavioral Theory: Bandura's Social Learning Theory - Cognitive Theory: Gagne's Theory and Bruner's Theory - Developmental Theory: Vygotsky's

Theory - Constructivist Theory: Kolb's Theory - Humanistic Theory: Carl Rogers Theory - Field Theory: Kurt Lewin's Theory - Information Processing Theory: Donald Norman Theory.

#### **UNIT - IV: MOTIVATION AND SELF-REGULATION**

Motivation: Meaning – Biogenic and Sociogenic motives – Approaches: Behavioural, Humanistic, Cognitive and Socio-cultural – Theories: Maslow, Vrooms Expectancy Model and Mclelland - Level of Aspiration: Zeigarnik effect – Self-Regulation: Meaning - Factors influencing self-regulation.

#### **UNIT – V: INTELLIGENCE AND CREATIVITY**

Intelligence: Definitions and nature – concept of IQ – Gardner's theory of multiple intelligence, Sternberg's Triarchic theory, Cattell's theory of fluid and crystallised intelligence, PASS theory of intelligence – culture and intelligence – measuring intelligence. Creativity: nature, factors affecting creativity – programmes and strategies for developing creativity.

#### **UNIT - VI: PERSONALITY**

Personality: Meaning and definitions – Determinants of personality: Genetic, Social and Cultural – Theories of personality: Type Theory, Trait Theory, Psycho-analytic Theory, Phenomenological Theory, Learning Theory, Social Behaviouristic Theory and Rotter's Expectancy–Reinforcement Model - Measuring Personality: Subjective, Objective methods – Projective techniques.

#### **UNIT - VII: ADJUSTMENT**

Adjustment: Meaning and process – Adjustment Mechanisms – Adjustment problems of children and adolescents – Maladjustment Causes: Physical, Emotional, Social and Mental – Remedial Measures for maladjustment – Stress Management - Exceptional Children: Meaning, definition and types - Education for gifted and backward children.

#### **UNIT – VIII: MENTAL HEALTH AND HYGIENE**

Mental Health: Concept – Mental Health status of Indian Children – Strategies for strengthening mental health of students and teachers - Mental Hygiene: Concept and importance - Student's Unrest and Conflict: Nature, Causes, Conflict Resolution and Management.

#### **UNIT – IX: GROUP DYNAMICS**

Group Dynamics and Teams: Types of Groups - Dynamics of Informal and Formal groups – Group relationship in the class - Teams: Characteristics, Types, Team building, Team effectiveness – Leadership: Nature, Styles, Role and Activities.

### **UNIT – X: PSYCHOLOGICAL MEASUREMENT**

Concept of Assessment, Measurement and Evaluation – Psychological tests: Nature, characteristics and Types: Norm Referenced Test – Criterion-Referenced Test –Standardized Tests: Achievement Test, Diagnostic Test and Aptitude Test.

#### **SUGGESTED ACTIVITIES:**

1. Visit a nearby Mental Healing Institute and prepare a detailed report about the various Mental Health Programmes offered to the Mentally Retarded Adolescents.
2. Observe and list out the developmental characteristics of a sample of 5 students at secondary level.
3. Conduct a Case Study of adolescent learners with deviant behaviour.
4. Identify the learning difficulties of the student in any school subject at secondary level through administration of a diagnostic test and develop a module for remedial instruction.
5. Analyse the merits and demerits of the various methods of assessing the personality.

#### **REFERENCES:**

1. Anita Woolfolk. (2004). *Educational psychology*. Singapore: Pearson Education.
2. Baron, R. A. and Misra .G (2016). *Psychology* . New Delhi: Pearson.
3. Dandapani, S. (2001). *A text book of advanced educational psychology (2<sup>nd</sup>Edn.)*. New Delhi: Animol Publications.
4. Garrett, H.E. (1981). *Fundamental statistics in psychology and education*. Bombay: Vakils Publishers.
5. Hurlock, Elizabeth. B. (1980). *Development psychology*. New Delhi: McGraw Hill Education.
6. Hurlock, Elizabeth. B. (1980). *Adolescent development*. New Delhi: McGraw Hill Education.
7. Hurlock, Elizabeth. B. (2015). *Child development*. New Delhi: McGraw Hill Education.
8. Laura, E. Berk. (2003). *Child development*. New Delhi: Pearson Education.

9. Thangaswamy, Kokila. (2014). *Psychology of learning and human development*. Madurai (TN): MaaNila Publishers.
10. <http://www.simplypsychology.org>
11. <http://www.psychclassic.yorkn.ca>
12. <http://www.wikia.com>

**Course Code: FPCDD**

## **CURRICULUM DESIGN AND DEVELOPMENT**

### **Course Objectives:**

The prospective teacher-educators will be able to:

1. acquire the knowledge of the nature of the curriculum
2. understand the determinants of curriculum design
3. comprehend the various principles involved in curriculum design
4. understand phases of curriculum process
5. recognise models of curriculum development
6. analyse the approaches of curriculum organization
7. understand the models of curriculum implementation
8. understand the factors influencing effective teaching
9. recognise the various approaches and models of curriculum evaluation
10. comprehend the strategies and models of curriculum change.

### **UNIT- I: THE NATURE OF CURRICULUM**

Definition of curriculum: Curriculum as a/an Plan, Experience, Objective, Product, Process, Subject Matter – Principles of Curriculum Construction.

### **UNIT- II: DETERMINANTS OF CURRICULUM**

National Aspirations and Needs – Cultural and Social Change – Factors influencing Curriculum: Political, Social, Economic, Technological, Environmental Factors – Changes in Values – Value System – Foundations of Curriculum: Philosophical, Sociological and Psychological Foundations of curriculum.

### **UNIT- III: CURRICULUM DESIGN**

Components of Curriculum design – Sources of curriculum design – Conceptual framework: Horizontal and Vertical organisation – Design dimensions considerations: Scope, Integration, Sequence - Articulation, Balance and Continuity.

#### **UNIT - IV: PROCESS OF CURRICULUM DEVELOPMENT**

Phases of Curriculum Development process: Need assessment, Formulation of aims, goals and objectives, Selection of content, Selection of learning experience, Organization of content and learning experience and Evaluation.

#### **UNIT - V: MODELS OF CURRICULUM DEVELOPMENT**

Technical-Scientific Models: Tyler's Model, Hilda Taba's Model, Saylor and Alexander's Model  
- Non-technical Non-scientific Models: Kohl and Holt's Model, and Rogers Model.

#### **UNIT-VI: APPROACHES OF CURRICULUM DESIGN**

Subject- Centred Designs: Subject design, Discipline design, Broad- field design and Correlation design – Learner-centred designs: Child-centred design, Experience-centred design, Romantic design and Humanistic design – Problem-centred Designs: Life-Situation design, Core design and Social Reconstruction design.

#### **UNIT - VII: CURRICULUM IMPLEMENTATION**

Models of Curriculum Implementation: Overcoming Resistance to Change (ORC) Model, Leadership Obstacle Course (LOC) Model, Linkage Model, Organizational Development (OD) Model and Rand Change Agent (RCA) Model – Factors influencing Curriculum Implementation.

#### **UNIT - VIII: CURRICULUM TRANSACTION**

Concept of teaching-learning – Teaching-Learning Process - Creating an effective environment – Effective Teaching – Factors influencing effective teaching- Instructional system – Need to enhance curricular transactions – Different types of enhancing curriculum transactions.

#### **UNIT - IX: CURRICULUM EVALUATION**

Concept, Definition, Need, Importance, Source Aspects and Methods of Curriculum Evaluation – Approaches of Curriculum Evaluation: Bureaucratic, Autocratic and Democratic Evaluation – Models of Curriculum Evaluation: Tyler's Objectives-centred Model – Stufflebeam's CIPP Model and Robert Stake's Congruence – Contingency Model.

#### **UNIT X: CHANGE AND INNOVATION IN CURRICULUM**

Definition, Need, Factors influencing the change in curriculum – Dimensions of curriculum change - Curriculum Change and Innovations - Context of Curriculum Change and Innovations – Strategies and Models for Curriculum Change and Innovations – Planning and Executing Change – Restructuring the curriculum.

### **SUGGESTED ACTIVITIES:**

1. Conduct a seminar on determinants of curriculum.
2. Talk by teacher educators on process of curriculum development.
3. A debate on various models of curriculum implementation.
4. Discussion on various approaches of curriculum organization and submit a report on merits and demerits of the same.
5. Prepare a report on various models of curriculum evaluation.

### **REFERENCES:**

1. Aggarwal, Deepak. (2007). *Curriculum development: Concept, methods and techniques*. New Delhi: Book Enclave.
2. Arora, G.L. (1984). *Reflections on curriculum*. New Delhi: NCERT.
3. Chikumbu, T.J and Makamure, R. (2000). *Curriculum theory, design and assignment (Module 13)*. Canada: The Commonwealth of Learning.
4. Dewey, John. (1996). *The child and the curriculum*. Chicago: The University of Chicago Press.
5. Glatthorn, A.A Boschee, F and Whitehead, B.M. (2009). *Curriculum leadership: strategies for development and implementation*, New Delhi: Sage
6. Joseph.P.B et al. (2000). *Cultures of curriculum (Studies in Curriculum Theory)*. New York: Teachers college press.
7. McKernan, James. (2007). *Curriculum and imagination: Process, theory, pedagogy and action research*. London: Routledge.
8. Orestein A.C and Hunkins F.P (1988). *Curriculum: Foundations, principles and issues*. New Jersey: Prentice Hall
9. [www.cited.org](http://www.cited.org)
10. [www.nsd.org/library/publications/jsd/ginsberg222.cfm](http://www.nsd.org/library/publications/jsd/ginsberg222.cfm)
11. [www.edtrust.org](http://www.edtrust.org)  
[www.infed.org/research/b-actres.htm](http://www.infed.org/research/b-actres.htm)

**Course Code: FTBER**  
**BASICS IN EDUCATIONAL RESEARCH**

**Course Objectives:**

The prospective teacher-educators will be able to:

1. acquire knowledge of research in the field of education
2. understand the process of research
3. comprehend the research design and research plan
4. recognize the research problem
5. understand the formulating hypothesis
6. understand the sampling technique
7. understand the scaling techniques
8. recognize the psychological theories and inventories
9. understand the and interview observation techniques
10. understand the different types inquiry forms and social scaling.

**UNIT - I: NATURE AND PURPOSE OF EDUCATIONAL RESEARCH**

Meaning and objectives of Research - Characteristics of research – Scope and Need for Educational Research – Basic types of research: Descriptive versus Analytical research, Applied versus fundamental research, Quantitative versus Qualitative research, Conceptual versus Empirical research – Significance of research – Ethical principles in conduct of research with human participants.

**UNIT - II: PROCESS OF RESEARCH**

Research proposal –Phases of Research process – Steps in the process of research: Identifying a Research problem, Reviewing the Literature, Specifying a purpose of research, collecting data, Analyzing and Interpreting the data. Reporting and evaluating research.

**UNIT - III: RESEARCH DESIGNS**

Meaning and parts of Research design, Need for research design , Features of a good design, Important concepts relating to research design - Experimental Research designs – Developing a Research plan.

#### **UNIT - IV: DEFINING RESEARCH PROBLEM**

Nature of Research problem – Research topic, Research problem, Research purpose, Research questions – Important tasks for determining research problem: Classifying in argument information needs, Redefining research problem - Establishing hypothesis, Research questions and Objectives - Criteria of a good research problem, Sources of research problem, Conditions for a research problem, Formulating and stating the problem.

#### **UNIT - V: FORMULATING HYPOTHESIS**

Meaning, Types, uses, Forms of hypothesis, Criteria for a hypothesis, Methods of deriving hypothesis, Testing of hypothesis, Basic concepts in testing the hypothesis: Null hypothesis and Alternative hypothesis, Level of significance, Decision Rule, Type I and Type II Errors, Two - tailed and One- tailed tests – Procedure for hypothesis testing – Distinguish among Purpose statements, Research questions, Hypothesis and Objectives.

#### **UNIT - VI: SAMPLING TECHNIQUES**

Sampling design, Steps in sampling design, Characteristics of a good sample design, Types of sampling: Probability sampling: random, Stratified random, Systematic, Cluster Multi-stage random sampling – Non-probability sampling: Purposive, Quota, Convenience, Sequential, Snowball sampling,

#### **UNIT - VII: SCALING TECHNIQUES**

Scale Measurement, Scaling, properties - Types of scales: Nominal, Ordinal, Interval and Ratio scales - Steps in developing or constructing research tool - Criteria for good measurement: Reliability, Validity , Objectivity, Sensitivity, Practicality and Economy - Techniques for measuring attitudes : Ranking , Rating, Sorting and Choice techniques - Attitude rating scale: Simple attitude scales, Category scales, Numerical scale, Constant sum scale – Graphic rating scale.

#### **UNIT - VIII: PSYCHOLOGICAL TESTS AND INVENTORIES**

Achievement Tests, Aptitude Tests, Interest inventories, Personality inventories, Projective devices: Nature and Characteristics of projective devices , Association, Completion, Role-playing and Creative or Constructive techniques – Rorschach Test, Thematic Apperception Test.

## **UNIT - IX: INTERVIEW AND OBSERVATION TECHNIQUES**

Interview: Meaning, Process of interview, Types of Interviews, Merits and Demerits of interview – Observation technique: Types of observation: Participant and non-participant – observations - Observation devices: Checklist, Rating scales – Case Study.

## **UNIT – X: INQUIRY FORMS AND SOCIAL SCALING**

Questionnaire: Types of questionnaire, Characteristics of a good questionnaire, Preparing and administering the Questionnaire – The opinionnaire: Thurston technique, Likert method and Semantic differential method – Social Scaling: Sociometry.

### **SUGGESTED ACTIVITIES:**

1. Talk by teacher educators on various research designs in education.
2. A debate on phases of educational research.
3. Seminar on sampling technique.
4. Invited talk on scaling techniques.
5. Discussion on procedure for hypothesis testing and level of significance.

### **REFERENCES:**

1. Agarwal.L.R.(2007).*Modern educational research*. New Delhi: Dominant Publishers.
2. Bhandarkar, P.L. Wilkinson, T.S., and Laldas, D.K., (2004). *Methodology and techniques of social research*.Mumbai: Himalaya Publishing House.
3. Best. John.W and Kahn, James.V. (2006). *Research in education*. Delhi:PHI Learning.
4. Chandra, S.S and Sharma, R.K. (2007).*Research in education*. New Delhi: Atlantic Publishers.
5. Creswell, John. W. (2014).*Educational Research*, Delhi: PHI Learning.

**Course Code: FTEEL**

**TEACHER EDUCATION IN INDIA: ELEMENTARY LEVEL**

**Course Objectives:**

The prospective teacher-educators will be able to:

1. acquire the knowledge on the origin of teacher education programme in the Indian context
2. develop the understanding about the development of elementary teacher education system in India
3. Comprehend the structure of elementary teacher education in India
4. compare and contrast the salient features of elementary teacher education programmes of Russia, USA, Japan, Germany and India
5. analyse the elementary teacher education curriculum and its transaction modes
6. list out the District, State, National and International organizations related to elementary teacher education
7. critically evaluate the major issues in elementary teacher education
8. take a stock of the elementary school teachers status and the avenues for their professional growth
9. recognize the various modes of evaluation adopted in elementary teacher education programme
10. develop research attitude in teacher education.

**UNIT-I: GENESIS OF TEACHER EDUCATION IN INDIAN CONTEXT**

Concept of Teaching, Instruction, Indoctrination and Teacher - Teacher and Teacher Education: Ancient Period, Medieval Period (Jainism, Buddhism, Islam) and British Period.

**UNIT-II: DEVELOPMENT OF ELEMENTARY TEACHER EDUCATION IN FREE INDIA**

Radhakrishnan Commission (1948-49) – Mudaliar Commission (1952-53) – Kothari Commission (1964-66)- Chattopadhyaya Committee (1983-85) – NPE (1986) – Acharya Ramamurthy Committee (1990) – Revised NPE (1992) - Yashpal Committee (1993) – NCERT Committee (2005) – National Knowledge Commission (2006) – NCFTE (2010).

### **UNIT-III: STRUTCTURE OF ELEMENTARY TEACHER EDUCATION**

Teacher Education: Concept, Objectives and Scope of Teacher Education; Pre-service and In-service – Structure of Elementary Teacher Education – Salient features of Elementary Education: Relevance, Flexibility, Integration and Interdisciplinary – Nature and Concept of Elementary Teacher Education – Objectives of Elementary Teacher Education.

### **UNIT-IV: COMPARATIVE TEACHER EDUCATION AT ELEMENTARY LEVEL**

Comparative Education: Concept, Need, Importance and Scope – Comparative Study of Elementary Teacher Education: Russia, USA, Japan, Germany and India.

### **UNIT-V: ELEMENTARY TEACHER EDUATION CURRICULUM AND TRANSACTION**

Pedagogical Theory – Methodology of Teaching School Subjects – Practice Teaching/Internship – Other Practical Works – Competency Based and Commitment Oriented Teacher Education – Curriculum Framework of NCTE Regulations, Norms and Standards (2014).

### **UNIT-VI: ORGANISATIONS INVOLVED IN ELEMENTARY TEACHER EDUCATION**

Teacher Education Organizations at Different Levels: Role and Functions of BRCs, CRCs, DIETs (District level), SIEMAT, SCERT/DTERT (State Level), NCERT, RIEs, NUEPA, NCTE, RCI (National Level), UNESCO, UNICEF (International Level).

### **UNIT-VII: MAJOR ISSUES IN ELEMENTARY TEACHER EDUCATION**

Admission of Students – Fee Structure – Duration of the Programme – Curriculum and Pedagogy – Originations of Practice Teaching and relationship with Co-operative Schools – Supervision of Internship – Facilities at Teacher Education Institutions – Teachers for Student with diverse needs in Elementary Schools - Quantity and Quality of Elementary Teacher Education – Privatization of Teacher Education.

## **UNIT–VIII: STATUS AND PROFESSIONAL GROWTH OF ELEMENTARY SCHOOL TEACHERS**

Socio-economic Status of Teachers – Service Conditions of Teachers – Promotion – Job Security – Participation in Decision-making Process – Professional Organizations of Teachers: Local, National, and International Level and their activities for Professional Growth –In-service programmes for Elementary School Teachers: Objectives and Strategies.

## **UNIT–IX: EVALUATION IN ELEMENTARY TEACHER EDUCATION**

Evaluation: Concept, Need, and Scope – Assessment of Students Learning: Pedagogical Theory, Practicum and Teaching Competency - Evaluation Strategies: Formative Vs Summative, Criterion Vs Norm-referenced, and Internal Vs External evaluations – Structured Vs Unstructured Evaluation Tools.

## **UNIT–X: RESEARCH AND INNOVATIONS IN TEACHER EDUCATION**

Areas of Research: Teaching Behaviour, Teacher Effectiveness and Approaches to Teaching, Service Conditions and Job Satisfaction, Quality Maintenance, Practice Teaching and Co-operation of Practicing Schools, Evaluation Strategies and Comparative Education.

### **SUGGESTED ACTIVITIES:**

1. Prepare a Report based on the visit to anyone of the Elementary Teacher Education Institutions and critically evaluate the facilities available in the Elementary Teacher Education.
2. Compare and contrast the Elementary Teacher Education Curriculum and its Transaction Modes in Tamilnadu with that of any other States of India.
3. Critically evaluate the role of NCTE in promoting Quality in Elementary Teacher Education Programme.
4. Prepare a Portfolio to evaluate the prospective teachers of Elementary Teacher Education Programme.
5. Suggest any Five areas of Elementary Teacher Education for undertaking of Research Projects.

## REFERENCES:

1. Aggarwal, J.C. (1984). *Landmark in the history of modern india education*. New Delhi: Vikas Publications.
2. Chauraisa, G. (1967). *New era in teacher education*. New Delhi: Vikas Publications.
3. Jagangira, N.K. (1979). *Teacher training and teachers effectiveness of teacher educators*. New Delhi: National Publications.
4. Lokman Ali. (2010). *Teacher education*. New Delhi: APH Publications
5. Mohammed Miyan. (2004). *Professionalisation of teacher education*. New Delhi: Mittal Publications.
6. NCTE (1998). *Competency based and commitment oriented teacher education for quality school education: Pre-service education*. New Delhi: NCTE.
7. Ram, S. (1999). *Current issues in teacher education*. New Delhi: Saurp& Sons Publications.
8. Singh, U.K and Sundershan, K.N. (2005) *Teacher education*. New Delhi: Discovery Publishing House.
9. Srivastava, G.N. (2004). *Perspectives in teacher education concept*. New Delhi: APH Publications.
10. <http://www.educationforallindia.com/page101>
11. <http://www.indiatoday.intoday.in/education/story/primary-education-in-india-stats-and-challenges>

[http://www.academia.edu/1747225/HISTORY OF EDUCATION IN INDIA](http://www.academia.edu/1747225/HISTORY_OF_EDUCATION_IN_INDIA)

**Course Code: FSCPA**

**CURRICULUM, PEDAGOGY AND ASSESSMENT AT ELEMENTARY LEVEL**

**Course objectives:**

The prospective teacher-educators will be able to:

1. understand the basic features of curriculum
2. understand the process knowledge construction
3. comprehend the organization of knowledge in schools
4. understand school curriculum
5. recognise the curriculum planning
6. analyse the issues in curriculum alignment
7. understand the educational theories in pedagogy
8. understand the planning and management of instruction
9. recognise the instructional support practices
- 10.** understand the techniques assessment for learning.

**UNIT - I: BASIC FEATURE OF CURRICULUM**

Curriculum Conceptualizations: Humanistic, the Social Reconstructionist, the Technological, the Academic and the Cognitive process approach conceptions of curriculum – need and scope of curriculum - Linear conceptualization of curriculum from the narrow to the broad. Realms of Meaning – Spiral curriculum – Elementary school curriculum in Tamil Nadu.

**UNIT-II: KNOWLEDGE AND KNOWING**

Definition of Knowledge, Process of Knowing and Ways of knowing, Forms of knowledge, Characteristics and Classification of knowledge, Facts of knowledge, Process of knowledge construction and Process of constructivism.

**UNIT-III: ORGANIZATION OF KNOWLEDGE IN SCHOOLS**

Meaning of knowledge organization, Forms of knowledge included in school education, Selection of knowledge categories in school education, Agencies for selection and organization of categories of knowledge in schools, Process for developing curricula, Syllabi and Text books – Principles of formulating syllabus, Characteristics of a good syllabus - The process of curriculum development in India.

#### **UNIT-IV: SCHOOL CURRICULUM**

History of development of curriculum framework – Curriculum framework, School Curriculum – Nature and direction of change in the development of school curriculum – Recommendations of NCFs (1975, 1988, 2000, 2005) on school curriculum - Role of teacher in curriculum development.

#### **UNIT-V: CURRICULUM PLANNING**

Forms of Curriculum Planning: Ideological, Formal, Sanctioned, Perceived, Operational and Experiential curricula. Basic types of curricula: Traditional, Thematic Units, Programmed, Classical and Technological curricula.

#### **UNIT –VI: ALIGNING THE CURRICULUM**

Issues in curriculum Alignment: Recommended, Written, Taught, and Supported, Learned, Assessed and Hidden curricula - Issues in curriculum Development.

#### **UNIT –VII: GENERAL EDUCATIONAL THEORIES IN PEDAGOGY**

Active learning – Critical pedagogy – Eco pedagogy – Concept development teaching strategy – Cognitive learning theory – Discovery learning – Experiential learning – Guided learning and Meta-cognition - Constructivism – Learning Styles – Multicultural Education – Science-Technology society.

#### **UNIT- VIII: PLANNING AND MANAGEMENT OF INSTRUCTION**

Issues related to Instructional planning – Steps in instructional planning – Teacher as planer – Evolving instructional strategy – Determining most appropriate strategy – Management and Instruction – Managing a classroom, Time Management, Instructional resources: Print-based and Non-print based resources.

#### **UNIT – IX: INSTRUCTIONAL SUPPORT PRACTICES**

Need for Instructional support practices, Important support practices – Library Seminar, Cluster school system, Instruction collaboration, Flipped classroom, Interactive multimedia instruction, Community support, Guest lectures – Agencies involved in Instructional support.

## **UNIT – X: ASSESSMENT FOR LEARNING**

Test, Examination, Measurement, Assessment and Evaluation - Areas of Assessment framework – Purpose of assessment and Learning indicators – Types of learning indicators: Assessment of activity, Presentation, Group work and Collaborative learning – Techniques of Assessment: Test of Achievements, Oral Examination, Written Examination, Practical Examination, Peer assessment, Test of Ability, Test of Personality and Portfolio.

### **SUGGESTED ACTIVITIES:**

6. Talk by teacher educators on different forms of knowledge.
7. Prepare a report on the process of curriculum development in India.
8. A debate on basic types of curricula.
9. Participate and present the paper in seminar /workshop on issues in curriculum alignment.
10. Discussion on types of learning indicators and techniques of assessment.

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**Course Code: FSPA E**

**PLANNING AND ADMINISTRATION OF ELEMENTARY EDUCATION**

**Course Objectives:**

The prospective teacher-educators will be able to:

1. explain the concept of elementary education
2. describe the development of elementary education in Pre-independent India
3. summarise the development of elementary education in Post -independent India
4. compare the Indian elementary education system with other countries
5. spell out the elements of educational planning
6. state the importance of institutional planning
7. categorise the agencies of educational administration at elementary level
8. distinguish the concept of inspection, supervision and administration in education
9. discuss the implications of five year plans on elementary education
10. evaluate the different schemes for quality enhancement of elementary education.

**UNIT - I: INTRODUCTION TO ELEMENTARY EDUCATION**

Elementary Education: Meaning, Concept, Aims and Objectives, Scope and Structure of Elementary Education.

**UNIT - II: HISTORICAL PERSPECTIVES OF ELEMENTARY EDUCATION:  
PRE-INDEPENDENT INDIA**

Charter Act of 1813 – Macaulay’s Minutes (1835) – Woods Despatch (1854) - Hunter Commission (1882) - Lord Curzon’s Resolution (1904) - Hartog Committee (1928-1929) - Basic Education (1936-1937) - Sargent Plan (1944).

**UNIT - III: HISTORICAL PERSPECTIVES OF ELEMENTARY EDUCATION:  
POST-INDEPENDENT INDIA**

Constitutional Provisions for Elementary Education: Education as a Concurrent Subject - Fundamental Right to Education - Directive Principles: Substitution of Article 45 by 21A

- Right to Education Act (2009) – Kothari Commission (1964-66) – National Policy of Education (1986) – Programme of Action (1992).

#### **UNIT - IV: COMPARATIVE PERSPECTIVES OF ELEMENTARY EDUCATION**

Comparative Elementary Education: United Kingdom, United States of America, Russia, China, Finland and Japan.

#### **UNIT - V: PLANNING OF ELEMENTARY EDUCATION**

Educational Planning: Meaning, Concept, and Definition – Elements of Educational Planning – Importance of Educational Planning – Objectives of Educational Planning – Steps in Educational Planning - Types of Educational Planning: Centralised, De-centralised and Participatory Planning.

#### **UNIT - VI: INSTITUTIONAL PLANNING**

Institutional Planning: Meaning, Concept and Definition – Importance and Characteristics of Institutional Planning – Steps in Institutional Planning - Essential aspects of School Plant - Organization of Curricular and Co-curricular activities - Time table – Budgeting - Maintenance of School Discipline – Guidance and Counselling Services.

#### **UNIT - VII: ADMINISTRATION OF ELEMENTARY EDUCATION**

Educational Administration: Meaning, Concept and Definition – Central Agencies: MHRD, CABE, NCERT, Kendriya Vidyalaya Sangathan, All India Council for Basic Education (AICBE). State Agencies: State Education Department - Department of Elementary Education – SCERT - State Welfare Departments (SC & ST) – DIET. Local Bodies: Corporations, Municipalities and Panchayats - School and Community Co-operation: Village Education Committee (VEC), Parent Teacher Association (PTA), Alumni Association and NGO's - Qualities of a School Head Mistress/Master.

## **UNIT - VIII: INSTITUTIONAL ADMINISTRATION**

School Administration: Meaning, Concept and Definition. Inspection - Purposes of Inspection – Supervision – Kinds of Supervision - Characteristics of Supervision – Difference between Inspection, Supervision and Administration.

## **UNIT - IX: FINANCING OF ELEMENTARY EDUCATION**

Sources of Funding: Central Government, State Governments, Local Bodies and Private Agencies - Five Year Plans and its implications on Elementary Education -International Funding Agencies: World Bank, UNESCO, UNICEF and UNDP.

## **UNIT - X: QUALITY ENHANCEMENT OF ELEMENTARY EDUCATION**

Operation Blackboard Scheme - DPEP – District Education Revitalisation Programme (DERP) - SarvaShikshaAbhiyan - Kasturba Gandhi BalikaVidyalaya - National Programme for Education of Girls at Elementary Level (NPEGEL) - National Programme for Nutritional Support (Mid-day Meal) – MahilaSamakhya Programme – Minimum Levels of Learning (MLL) – National Curriculum Framework for School Education (2000) - Eklaya Model Residential Schools (EMRSs) - Inclusive Education for Equal Educational Opportunity to Disabled Children Education – EDUSAT and Elementary Education.

### **SUGGESTED ACTIVITIES:**

1. Discussion on the educational policies initiated by the British government in Pre-independent India.
2. Seminar presentation on the structure of elementary education in India, UK and USA.
3. Discussion on the different types of educational planning at the elementary education level.
4. Seminar presentation on financing of elementary education in India.
5. Critical evaluation report on the success of various schemes on elementary education.

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**Course Code: FSECE**

## **EARLY CHILDHOOD CARE AND EDUCATION**

### **Course Objectives:**

The prospective teacher-educators will be able to:

1. know the historical development of early childhood education
2. review the various committees and commissions suggestions on early childhood education
3. know the different aspects of child development
4. understand the principles involved in the planning of pre-school programmes
5. know the various management process of the pre-school programmes
6. analyse the methods of teaching to pre-school children
7. find out the behavioural problems of the pre-school children
8. get awareness about the common diseases and ailments of the pre-school children
9. interact and know about the involvement of parents and community regarding the nutrition and health of the pre-school children
10. explore the objectives, types and techniques in educating the early childhood education programmes.

### **UNIT - I: OVERVIEW OF EARLY CHILDHOOD EDUCATION**

Early Childhood Education: Concept, meaning, nature, objectives, need and importance – Early Childhood Education Movement in India and Abroad – Prominent promoters of Early Childhood Care and Education: Plato, Rousseau, Montessori, Froebel, Piaget, Tagore, Gandhi, Aurobindo, Giju Bhai Patel and TarabaiModak.

### **UNIT – II: DEVELOPMENT DURING EARLY CHILDHOOD PERIOD**

Pattern and Factors influencing the Physical development, Motor development, Emotional development, Social development, Cognitive development and Language development of the Pre-school children – Concept development: Importance and learning of various concepts such as size, shape, colour, weight, time and number.

### **UNIT – III: COMMITTEES AND COMMISSIONS ON EARLY CHILDHOOD CARE AND EDUCATION**

Sargent Report (1944), Secondary Education Commission (1952-53), Childcare Committee (1963-64), Indian Education Commission (1964-66), Report of the Study Group (1972), National Policy on Education (1986), Millennium Development Goals (2000), National Focus Group on ECCE (2006) and Education for All Global Monitoring Report (2007) – International Treaties on Agreement relating to ECCE: Declaration of Human Rights (1948), Declaration of the Rights of the Child (1959), Convention on the Rights of the Child (1989), Salamanca Statement (1994) and Dakar Framework for Action of Education for All (2000).

### **UNIT – IV: PLANNING PRE-SCHOOL PROGRAMMES**

Principles involved in planning Pre-school programmes – Short-term and Long-term planning – Importance of Rhymes, Songs, Stories, Science exhibitions, Field trips, Puppet shows and Dramatization – Habit formation: Eating, Sleeping, Dressing and Toilet training.

### **UNIT – V: MANAGEMENT OF PRE-SCHOOL**

Selection of sites – Building requirements – Selection and Care of equipment - Staff Pattern and Qualifications – Importance of Records and Reports – Budget – Income and Expenditure – Characteristics and Responsibilities of Pre-school teachers – Need of Parent-teachers Cooperation – Crèches: Aims, objectives, importance, and types – Organisations working for Pre-school Education: NIPCCD (National Institute for Co-operative Child Development), NCERT, ICDS, UNICEF and CARE (Co-operative Assistance and Relief Everywhere).

### **UNIT VI: METHODS OF TEACHING TO PRE-SCHOOL CHILDREN**

Methods: Kindergarten, Montessori and Nursery – Play: Characteristics, theories (early classical and current theories), Stages and types – Role of play in the overall development of children.

### **UNIT - VII: BEHAVIOURAL PROBLEMS OF PRE-SCHOOL CHILDREN**

Behavioural Problems: Symptoms, causes and prevention of Aggression, Jealousy, Thumb sucking, Nail biting, Hair pulling, Tantrums, Stealing and Bed wetting.

### **UNIT - VIII: COMMON COMMUNICABLE DISEASES AND AILMENTS OF PRE-SCHOOL CHILDREN**

Communicable diseases: Symptoms, causes and prevention of Pneumonia, Malaria, Typhoid, Diphtheria, Measles, Mumps, Chicken pox, Tuberculosis, Conjunctivities and scabies – Ailments: Symptoms, causes, and care during of Diarrhea, Ear ache, Cold and Cough, Fever, Vomiting and Teeth problems.

### **UNIT - IX: NUTRITION AND HEALTH OF THE PRE-SCHOOL CHILDREN**

Nutrition and Health: Meaning and importance – Balanced Diet – Malnutrition, under nutrition and over nutrition – Role of Family, Parents, School and Community in promoting Children's Health and Nutrition, Government and NGO's involved in the delivery of nutritional and health services to children.

### **UNIT - X: EVALUATION OF EARLY CHILDHOOD EDUCATION PROGRAMME**

Evaluation: Meaning, objectives, need and significance – Functions, components and characteristics of Evaluation – Types of evaluation: Summative and Formative, Formal and Informal and Competency based Evaluation – CCE: Principles and Techniques - Anecdotal Record, Cumulative Record and Report Card.

### **SUGGESTED ACTIVITIES:**

1. Make a resource file on collection of pictures, available materials and articles related to Early Childhood Education.
2. Visit to ICDS center and observing the ICDS Programme.
3. Prepare a list of equipments essential for a crèche.
4. Prepare a layout of indoor/outdoor arrangement for a Pre-School.
5. Conduct case study of a children with any behavioural Problems.

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